

Name: Rob
Date of Birth: April 18, 1985

Rob is a 16-year-old student who dropped out of school in the eighth grade. He was receiving services for having a specific learning disability. His test scores indicate he functions at the Low Essentials of the Arizona Academic Standards in all academic areas. Rob grew up in a bilingual family. He says he understands some Spanish but does not speak it very well. Rob has never had a male role model as his father abandoned him at a very young age.

Rob has been in and out of foster homes. He openly discusses his use of marijuana, cocaine, LSD, crystal met amphetamine, and alcohol. He has been actively involved with gangs since the age of 7. His first contact with the criminal justice system was at the age of 10. He was arrested due to taking a gun to school and firing it. He is currently incarcerated because of his participation in six armed robberies. Rob feels this is a much easier way to obtain money to live than to secure a legitimate job.

Rob dropped out of school because he had great difficulty with all academic areas. His frustration turned to anger. He has massive amounts of inflated pride and negative peer pressure. He does not enjoy school and does not have any desire to get a high school diploma.

Student Name: _____ IEP Date: _____

Student Name Rob		Date of Meeting February 6, 2002	
Student Demographics			
DOB April 18, 1985	Age 16	Grade	Home Language Spanish/English LEP <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
School of Residence ADC	School of Attendance ADC	Language of Instruction English	Category of Eligibility Specific Learning Disability
Parent/Guardian Sally	Home Address 98 Overseer Circle, Phoenix 86000	Home Phone 602-222-2992	Work Phone

IEP Team Meeting Participants §300.344(a)(1-7)		
Role	Name	Date
Student	Rob	February 6, 2002
Parent/Guardian/Surrogate	Sally	February 6, 2002
LEA Representative	Larry	February 6, 2002
Special Education Teacher	Carmine	February 6, 2002
Regular Education Teacher	Wilma	February 6, 2002
Individual to interpret the results of the evaluation	Tracey	February 6, 2006
Agency Representative— Vocational Rehabilitation Counselor	Eddie	February 6, 2002
Interpreter _____ Language		
Other CO III	Irma	February 6, 2002
Other Transition Specialist	Fern	February 6, 2002

Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).

Rob is unsure about what he wants to do upon release. He has never held a legitimate job before, but he enjoys working with his hands. He thinks he might like to try work in landscape or auto repair, and he likes to spend time outside. Rob also would prefer a job where he relies only on himself. He wants to get his GED as opposed to returning to Likealot High School. Rob has survival skills. He also has strong opinions about what he does not want to do, such as not wanting to return to a traditional school setting.

Present Levels of Educational Performance (PLEP)

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Rob functions at the Low Essentials of the Arizona Academic Standards in reading, writing, and math, as evidenced by test scores. Rob uses a calculator to assist him with multiplication and division and with complex math problems. He does have a good sense of estimation and approximation when looking at pictures with multiple items and estimating how many exist on a page. Rob also does well with measurement and understanding the use of measurement tools. He enjoys activities that involve spatial-reasoning skills and geometric shapes. Rob speaks well for himself but has a difficult time putting words on to paper. He has the ability to differentiate fact from opinion but struggles with cause and effect, predictions, and inferences. Rob also struggles with the concepts of grammar, word usage, and punctuation.

Rob would benefit from a mentoring program, as he has never had a positive male role model. A mentor could also assist with tutoring in academic areas. Rob has been in and out of foster homes. He became involved with gangs at a young age in his desire to be accepted and to have a sense of belonging. Rob is easily influenced by his peers, and has the tendency to hang out with people who make inappropriate decisions. Rob would benefit from anger management training as well as counseling. He has history of drug abuse and needs to receive substance abuse counseling as well. The drug abuse has affected Rob's ability to comprehend and retain information. He needs things written down for him in a checklist format to complete tasks given to him. Rob also needs reading assignments broken down into sub-sections, as he gets overwhelmed and easily frustrated otherwise. Rob has never made money in a legitimate way and is uncertain what, if any, job would be appropriate for him. It would be useful to have Rob complete various interest inventories and do research regarding various jobs to see that there are legitimate ways to make a decent living.

Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:
§300.347 (7)(b)(1)

Age: 16 School Year: '01-'02	Age: 17 School Year: '02-'03	Age: 18 School Year: '03-'04	Age: _____ School Year: _____	Age: _____ School Year: _____
Functional Literacy-Math	Functional Literacy-Math	Functional Literacy-Math		
Functional Literacy-English	Functional Literacy-English	Functional Literacy-English		
Career Awareness	Employability Skills Training	On-site work experience		
Technology Lab	Applied Technology	GED prep		
Merging Two Worlds	Merging Two Worlds	Merging Two Worlds		
Health/NA/AA	Life Skills-anger management	Life Skills-Independent Living/Self Sufficiency		
Additional Educational Opportunities:				
Literacy Volunteer; Mentor through Valley Big Brother Big Sister; Work program on-site; Counseling sessions for substance abuse				
Rob will be working on decision making, social skills development, and resiliency training in school through his Merging Two Worlds class. He will also take vocational and aptitude assessments during his Career Awareness class.				

Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

- ☒ Yes, Date: February 6, 2002
- ☒ Guardianship legally held by Sally

Student Name: _____ IEP Date: _____

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Provide TABE curriculum *Apply for a Big Brother Big Sister to help with tutoring and mentoring *Obtain information about continuing and adult education programs	*ADJC Special Education *Rob, Case Manager *Rob, Parole Officer	*ADJC *CPS-there is no expense to apply for a Big Brother *ADJC
Community Experiences:	*Investigate opportunities for social/recreational/leisure activities *Enroll in a delinquency prevention program. *Join a local organization such as AA	*Rob, Parole Officer *Rob, Case Manager, Tumbleweed *Rob, Case Manager	*ADJC *CPS, Tumbleweed *CPS-there is no expense for this activity
Employment:	*Practice completing job applications and interviewing skills *Meet with VR to determine eligibility *Meet with adult workers in career field(s) of interest	*Rob, ADJC Special Education *Rob, VR *Rob, Parole Officer	*ADJC *VR-there is no expense to apply for services *ADJC
Related Services:	*Identify possible sources of support for coping with difficult life situations	*Rob, Case Manager	*CPS
Post-secondary training and Adult Living:	*Collect information regarding desired residential choices	*Rob, Case Manager	*CPS
Daily Living (if appropriate):	*Meet with foster care case manager to discuss reintegration issues *Take courses in foods, family life, and life management. *Prepare an initial housing budget	*Rob, Parole, Case Manager *Rob, ADJC Special Education, Betania Community Center, Inc. *Rob, ADJC Special Education	*ADJC, CPS *ADJC, Betania Community Center *ADJC
Functional Vocational Evaluation (if appropriate):	*Provide interest inventories and occupational assessments	*Rob, ADJC Evaluator/Psychologist	*ADJC

Student Name: _____ IEP Date: _____

Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)

School Year	Needed Services	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'01-'02	Mentor/role model	Valley Big Brother Big Sister	Case Manager, April '02	Assignment of Big Brother until termination by Rob or Big Brother	Mentoring and positive role model
'01-'02	Eligibility Determination	Vocational Rehabilitation	ADJC, April '02	Upon determination of eligibility	Assistance with career exploration, job development and placement
Upon release	Delinquency prevention	Tumbleweed	Case Manager, upon release	Upon release and enrollment	Prevent further involvement with the juvenile justice system
Upon release	Adult Basic Education courses	Betania Community Center, Inc.	Parole Officer	Upon release to enroll and through acquisition of skills	Skills for adult living in foods, family and life management
Upon release	Substance abuse counseling and support	Alcoholics Anonymous/Narcotics Anonymous	Parole Officer, upon release	Upon release – obtainment of Sponsor	Counseling and assistance to prevent future drug/alcohol abuse